DOCUMENT RESUME

ED 311 822 HE 022 914

TITLE	Policy Statements on Quality and Effectiveness in Undergraduate Education; Urban State Colleges and Universities; Business Activities of Colleges and Universities; Economic Development: A Major Responsibility for AASCU Institutions; Policy Statement on the Humanities; Racism and Campus Diversity; and Policy Statement on Sexual Harassment .
INSTITUTION	American Association of State Colleges and Universities, Washington, D.C.
PUB DATE	89
NOTE	26p.; Pamphlets were published 1986-89.
AVAILABLE FROM	American Association State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Viewpoints (120)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Economic Development; *Educational Quality; Excellence in Education; Higher Education; Humanities; Needs Assessment; Position Papers; *Public Policy; Racial Bias; Racial Discrimination; School Business Relationship; Sexual Harassment; State Colleges; State Universities; *Undergraduate Study; Urban Universities
IDENTIFIERS	*American Association of State Colleges and Univs

ABSTRACT

Seven pamphlets by the American Association of State Colleges and Universities (AASCU) contain policy statements on the following subjects: (1) quality and effectiveness in undergraduate higher education (stressing the need for a redefinition of educational quality at the undergraduate level); (2) urban state colleges and universities (educating urban students, research and the urban area, and public service in the urban community); (3) business activities of colleges and universities (resolution adopted by the AASCU membership, policy statement and guidelines on education business activities of colleges and universities, and guidelines); (4) economic development: a major responsibility for AASCU institutions (institutional mission and economic development, AASCU institutions: a unique resource for economic development, institutional issues and concerns in economic development, faculty incentives for economic development, sources of funding economic development programs, and reasons for AASCU institutions' involvement in economic development); (5) policy statement on the humanities (AASCU members believe that such areas of human knowledge are intimately involved with applied subject matter); (6) racism and campus diversity (e.g., set standards of expected behavior for the entire campus community, create a safe and secure campus environment that discourages harassment directed toward any person or group, and assign competent personnel to monitor progress in this area); and (7) policy statement on sexual harassment (e.g., develop and disseminate a written policy prohibiting sexual harassment of students and employees). (SM)

ED311822

[Policy Statements

on

Quality and Effectiveness in Undergraduate Education;

Urban State Colleges and Universities;

Business Activities of Colleges and Universities;

Economic Development:
A Major Responsibility for AASCU Institutions;

Policy Statement on the Humanities;

Racism and Campus Diversity;

and

Policy Statement on Sexual Harassment]

HE 022 914

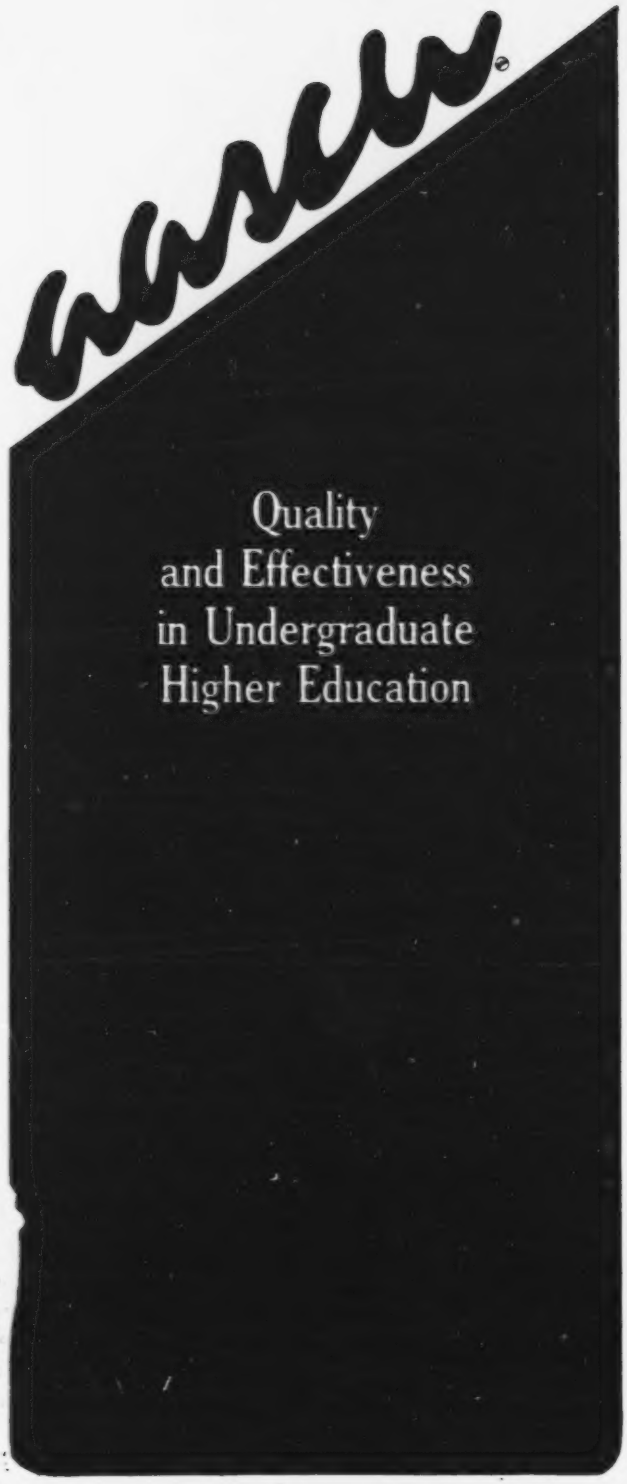
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
American Association of State Colleges and Universities
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE


Quality
and Effectiveness
in Undergraduate
Higher Education

Quality and Effectiveness in Undergraduate Higher Education

At this critical period in the history of American higher education, there is serious need for a redefinition of educational quality at the undergraduate level. Several factors suggest that this is the appropriate time to begin such a redefinition. The enormous increase in the costs of higher education has been justified to a considerable degree by the assertion that more funds are necessary to maintain and increase quality. There is much public concern about both the functions of colleges and universities and whether increased funds actually improve educational quality.

A second factor, directly related to the first, is the precipitous decline in the rate of growth of economic support for all higher education. This has resulted in demands by governing boards, state legislatures, and the public for greater efficiency and accountability on the part of college and university administrators.

Third, a highly vocal and often articulate minority of students has made repeated claims that higher education is irrelevant. Studies have shown rather widespread dissatisfaction with some aspects of higher education as they presently exist in the United States. Implicit within current criticism is the assertion that the criteria by which the quality of American colleges and universities is determined are inadequate, inappropriate, or both.

Virtually every collegiate-level institution gives at least tacit approval of the traditional definition of quality education. The conventional measures of institutional quality are well known. They include such indices as the number of library volumes per student, the percent of Ph.D.'s on the faculty, the examination scores necessary for admission, the budget expenditures per full-time equivalent student, and the percent of graduates enrolling in graduate school. Each of these criteria except the last represents an "input" into the institution and is essentially a static variable. In addition, all the criteria are easily quantifiable—a factor that may be related to their widespread use. With a single exception, none of these criteria provides information about the educational process itself—that is, what happens to the student between the time he or she enters the institution and the time of departure. Thus the customary measures of quality in most colleges and universities fail to assess the impact of the institution on its students. However, if it is assumed that the teaching-learning function is the heart of the educational process, then the impact of the institution on its students becomes critically important.

It may be argued that any definition of quality of higher education that differs substantially from the traditional one is in reality a facade behind which inferiority hides. Such an argument is narrow-minded in its assumption that only a single definition of quality is possible. Nevertheless it must be acknowledged that if institutional quality is to be measured by the degree to which an institution surpasses all others in the traditional criteria, then by definition the vast majority of institutions must necessarily be of lesser quality, if not simply inferior.

However, such a restricted definition of quality is unnecessary. Excellence or quality ought to be the goal toward which every institution strives. But each college and university ought to strive for quality in terms of its own goals and aspirations rather than on the basis of externally predetermined criteria. Diversity in goals and functions ought not to be merely tolerated but actively encouraged, if not demanded. Each college or university ought to pride itself on its uniqueness. It is proposed herein that the quality of a college or university be based on the degree of effectiveness of the institution in achieving its stated goals. (Such a redefinition, of course, presupposes the existence of meaningful and measurable institutional goals.)

American higher education needs to develop additional criteria that will be useful in measuring institutional effectiveness. In addition, appropriate methods of measuring output variables of this type are also needed. Several output variables that might be useful in measuring institutional effectiveness are suggested below. These variables are grouped in five categories including college or university environment, cognitive student development, affective student development, public service, and research.

The environment of a college or university has a potentially significant impact on its students. An important environmental characteristic is institutional vitality, which includes the ability and willingness of a college or a university to adapt its structure, revise its routines, and spread its power in response to changes in student needs and social conditions. Institutional vitality is directly related to openness to reform and innovation and the social dynamics of change in colleges and universities.

Following are a few examples of possible measures of institutional vitality. One might be a student retention index that could indicate the rate of student success. A second such measure, a student salvage index, could assess the degree to which the institution educates students who would not normally have gone to college, or who have left higher education and desire to return. Third, the degree and types of social activity on campuses could be useful variables in dealing with the process of socialization. Fourth, the racial and socioeconomic mix could give an indication of the heterogeneity of the campus. Fifth, family attitude characteristics measured at the time of entrance and departure could provide useful information to academic counselors. Sixth, the changes in percent of students living on campus and the marriage rate among students could be used to determine the effects and influence of these groups on the institutional environment.

The teaching-learning function, involving both the cognitive and affective development of students, is the raison d'être for a college or university. Therefore, although other functions such as research and public service are important, what happens to students is the most fundamental determinant of the effectiveness of an institution.

A major educational goal of all types of institutions must be the development of the intellectual potential of the student to the greatest degree possible. To this end, the level of general knowledge of the student, the level of special knowledge in chosen fields, the ability to communicate, and the ability to think and reason critically and objectively—even about personal attitudes, beliefs, and values—are important measures of the effect of the institution on the cognitive development of its students.

The increasing importance of development affective (noncognitive) attributes of students requires that institutions assess the physical, social, moral, intellectual and aesthetic potential and actual development of their students. Ways of determining the effectiveness of this effort might include an evaluation of the changes in the students' self-concepts, the degree of satisfaction with their educational experience, the level of achievement motivation, and their attitudes about citizenship and moral and ethical values. Student needs and goals must be known and met so that after students leave college, they can cope with a changing and increasingly complex technological society and live a full, meaningful life.

Other possible measures of effectiveness in this area might include data on the number and types of organizations in which active membership is maintained, types of leisure activity, placement and employment information reflecting earning power, the value added to the future potential of the student as a result of his or her college education, and a service success index designed to indicate achievements of former students and their contributions to society.

Almost all collegiate-level institutions perform various public-service functions that extend beyond educating full-time students. Through public service these institutions influence the attitudes, values, and behavior of American society. Such service functions include special training for part-time adult or continuing students, extension programs, and various consulting activities. Cultural leadership for the community is provided through programs in the arts and public lectures as well as through other performances, displays, and celebrations. To the degree that a given institution performs any or all of these public service functions, a measure of effectiveness can be found in the extent of public involvement and institutional assessibility of each function.

Finally, most institutions at the baccalaureate level and above perform certain kinds of research. Traditionally, the degree of effectiveness in research has been measured with variables such as number of new books, articles, papers, awards, citations, patents, and adopted procedures. This area, too, needs redefinition.

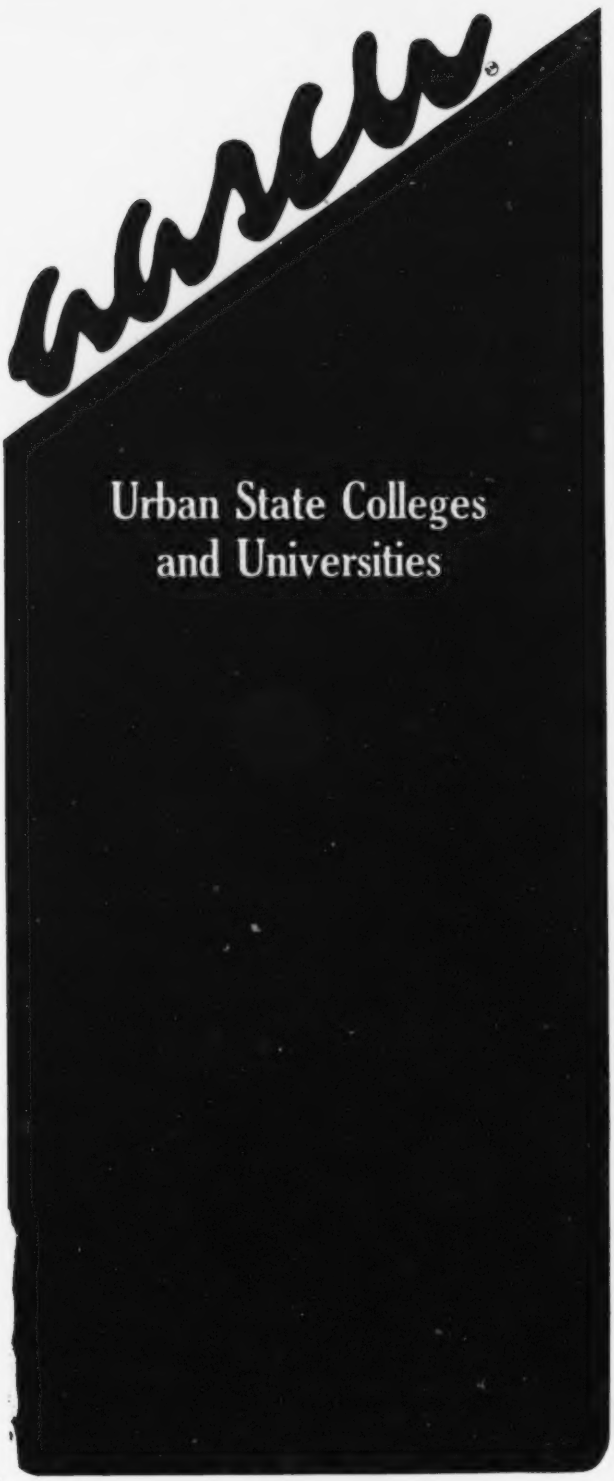
Arriving at a completely satisfactory redefinition of quality and effectiveness in higher education will be an arduous task. Ideas and practices that have the twin buttresses of longevity and prestige are not easily displaced. It will not be easy to achieve a series of comprehensive and meaningful determinants of institutional quality and effectiveness. Establishing valid and operational methods with which to measure these determinants will be far more difficult. However, the most difficult task of all will be gaining institutional acceptance and implementation of a set of criteria for determining quality and effectiveness that differ so greatly from those now employed in most academic institutions. Nevertheless, the enormity of the need demands that the challenge be accepted.

aascu 25 Years of Service

American Association
of State Colleges and Universities
One Dupont Circle/Suite 700
Washington, DC 20036-1192

Allan W. Ostar, President

Code 218 Spring 1986


Urban State Colleges
and Universities

Urban State Colleges and Universities

The following policy statement was adopted by the AASCU membership during its 25th Annual Meeting, November 1985, in Bal Harbour, Florida.

State-supported colleges and universities are one component of the infrastructure of a metropolitan area, as essential to urban life as social services, employment opportunities, or transportation. These institutions play an important role in the lives of urban residents and in the economic well-being of the cities.

The importance of public higher education to urban life is not difficult to understand. State-supported colleges and universities can help citizens make fundamental, positive changes in their lives. By providing affordable, accessible opportunities for high-quality postsecondary education, these institutions enable their students to achieve personal satisfaction as well as economic advancement.

The role of urban universities has become increasingly important since the 1960s, when opportunities for postsecondary education became synonymous with equal opportunity. As institutions located in areas with large populations, the urban universities were favorably placed to provide accessible, affordable, high-quality postsecondary education. Some urban institutions redirected their missions to focus more on equal educational opportunity; others were especially created to provide such opportunities. Between 1960 and 1985, approximately sixty-five new, comprehensive, urban public higher education institutions have opened their doors.

More recently, it has become clear that national and local economic development depend on a highly trained work force. Here, too, public colleges and universities are crucial. Helping citizens become productive, contributing members of society, postsecondary institutions enrich their cities by providing continuing educational opportunities for working adults, which in turn helps maintain a vital urban economy.

Like all institutions of higher education, state-supported urban colleges and universities are committed to higher standards of education, basic and applied research and creative activity, and public service. The urban mission also means, however, that these institutions are committed to meeting the needs of a specific urban population and a specific metropolitan area. This policy statement outlines the twofold commitment of urban state-supported colleges and universities.

Educating Urban Students

The first priority of all institutions of higher education is to ensure the rigor of their academic programs. Urban public colleges and universities carry out this responsibility through a diverse faculty meeting high standards of academic excellence.

This commitment to excellence, however, occurs in a nontraditional context for higher education in our cities. The student populations in today's urban colleges and universities reflect the demography of their surroundings. Students from minority groups constitute a substantial portion of the student body. Furthermore, while urban institutions continue to serve 18-22-year-old students, all now have large adult student populations as well. In some colleges, too, there are many nonnative English speakers. Many students attend college part time, and most students hold full-time or part-time jobs. Virtually all commute to school and have significant responsibilities beyond the campus experience.

This broadened and diverse college population presents special challenges for urban institutions. Their academic program must serve a wide range of interests and needs. The goals and academic choices of younger students may differ significantly from those of adults. Moreover, many students have graduated from public school systems ill prepared for the demands of higher education. Yet urban colleges and universities now have the capacity to assist students in overcoming gaps in academic preparation that were once considered insurmountable barriers to higher education. Through experiment and experience, faculty and administrators have developed diagnostic processes to identify academic deficiencies and

have devised learning techniques to help students correct their weaknesses. These activities are part of an urban institution's commitment to the students and to the city. Adults, especially, may move in and out of higher education as their personal and career needs dictate, creating special challenges in planning and program development at the urban institution.

With a substantial proportion of part-time students, urban universities encounter another difficulty in meeting student needs. Most part-time students at these institutions receive little or no financial assistance from the state or federal government. Indeed, they may be ineligible for such aid because they attend a low-cost school, or are not enrolled for a sufficient number of hours. Nevertheless, they may have difficulty staying in school and completing their studies because of insufficient funds. Publicly supported urban colleges and universities are obligated to find ways of providing financial support to such students.

At the same time, urban colleges and universities have a major responsibility to remain accessible to all city residents. Many institutions now fulfill this duty by providing instruction wherever it is most needed. Faculty members still teach in classrooms, but those classrooms may be located in a plant, a bank building, a senior citizens' center, a person's home, or a city hall.

Research and the Urban Area

The advancement of knowledge is also a fundamental commitment of every institution of higher education. Urban universities share this commitment and also have a special mission to conduct basic and applied research and creative activities in the service of their cities. Individual faculty members and colleges and universities set their own agenda for research, of course, but in the urban college or university, the research agenda often includes helping cities to solve local problems in such areas as schooling, transportation, or social services.

Urban colleges and universities can serve, therefore, as natural centers for developing and collecting research and data on a wide range of issues affecting urban life. Such an institution can support a city's need to have a coordinated research and data base on metropolitan area trends

in order to assist in developing long-range plans for public services.

More recently, cooperative research relationships between business and education are becoming increasingly common and important to the nation's economic, scientific, and technological development. In this new area of partnerships, urban colleges and universities are taking a leading role in promoting cooperation between the public and private sectors.

Public Service in the Urban Community

The public-service function is particularly important for publicly supported urban colleges and universities. These institutions are partners in the economic, cultural, and social lives of the cities. As partners, they contribute in a multitude of ways to urban vitality, educating students in the traditions and values of the liberal arts and sciences and adding significantly to the citzenry's ability to make informed judgments on complex urban issues.

Economically, the urban university collaborates with business, industry, the public sector, and organizations of workers in the local labor market to achieve several goals. The university seeks to ensure that its programs are relevant to the continuing education needs of the labor force, and provides ways to increase learning opportunities for faculty and staff members, students, and workers. And, the university fosters a proper balance in its programs between preparation for employment and advancement, and the acquisition of the other measurable and immeasurable benefits traditionally associated with a college education. The urban public college or university also plays a crucial role in the dissemination and transfer of technology vital to business and economic development.

Culturally, urban public colleges and universities benefit cities in two important ways. First, they stimulate people to support the development and growth of cultural institutions and activities. Second, urban colleges themselves, are centers of cultural activity, hosting artistic performances, providing library services, sponsoring lectures, and discussing urban issues. These activities are important public services rendered by any urban college or university.

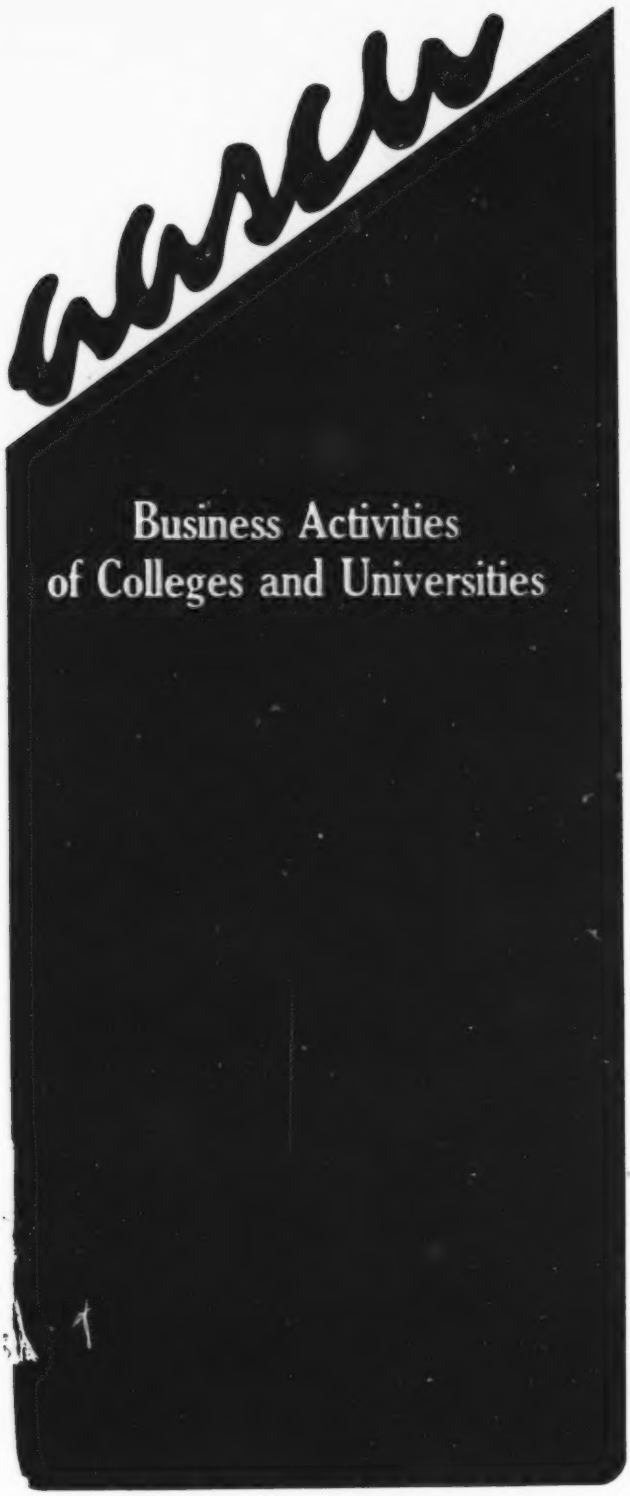
Socially, urban institutions bring together the diverse populations in the city, providing them with a common experience and the values of a liberal education and creating opportunities for increased communication and understanding amoug the diverse sectors of the city's people.

aascu
25
Years of Service

American Association
of State Colleges and Universities
One Dupont Circle/Suite 700
Washington, DC 20036-1192

Allan W. Ostar, President

Code 219 Spring 1986


Business Activities
of Colleges and Universities

Business Activities of Colleges and Universities

The business activities of colleges and universities merit increasing attention and discussion on campuses. Those activities, their relationship to the educational mission of the institution, their effect on the private business sector, and the responsibility of the institution with respect to taxes and its tax-exempt status require a responsible, thoughtful analysis by each institution.

The Office of Advocacy of the Small Business Administration, a lobbying group of small businesses called the Business Coalition for Fair Competition, and an increasing number of state and local interests have urged a reexamination of the commercial activities of nonprofit organizations, including state colleges and universities. The White House Conference on Small Business, which concluded in the summer of 1986, heightened the debate and urged governments to act on these matters. The discussions have centered on the exemptions from taxes by these institutions and the unfair competitiveness of these ventures vis-a-vis the private sector.

Among the business activities of colleges and universities that are receiving attention are computer hardware and software sales, the sale of advertising space, renting of facilities, catering services, product testing, and the operation of university-owned stores, hotels, and travel services.

Mindful of the discussion surrounding these issues and their importance to the local institutions, the Committee on Corporate/College Relations of the American Association of State Colleges and Universities (AASCU) has been researching the issue for some time. As a result of those deliberations, the committee, at the 26th Annual Meeting in November 1986, presented the following policy statement; which was adopted by the full AASCU membership:

Resolution Adopted by the AASCU Membership

Adopted on November 11, 1986 by the AASCU membership.

It is recommended that:

AASCU presidents and chancellors discuss the recommendations of the White House Conference on Small Business, as well as any related issues, with their fiscal officers; AASCU member institutions make certain that unrelated business income tax is paid in those situations where it is appropriate; AASCU member institutions convey to their federal and state representatives that current law is adequate and that any modification must take into consideration the important functions that colleges and universities are expected to perform and provide for students, faculty, and staff; AASCU member institutions explore ways in which needed products and services can be provided by established businesses.

The issue of business activities by educational institutions continues to be discussed in various forums. Hearings and discussions are underway at both federal and state levels. At this time, some 25 legislatures have debated and considered action on the matter. It is imperative that AASCU institutions continue to keep informed of these national and state developments. AASCU will monitor and assess these developments as they evolve and make any necessary changes in AASCU policy.

Toward this end, the Committee on Corporate/College Relations has received and reviewed the following policy statement and guidelines developed by the National Association of College and University Business Officers (NACUBO):

Policy Statement and Guidelines on Educational Business Activities of Colleges and Universities

Adopted July 12, 1987 by the National Association of College and University Business Officers

Policy Statement

American higher education has a rich heritage of providing teaching, research, public service, and cam-

pus support. Since the passage of the Morrill Act, opportunities for higher education have been increasingly available to all members of our society.

More recently, the post-World War II G.I. Bill, the National Defense Education Act, and legislation providing Pell grants have made access to higher education possible for even greater numbers of Americans. The rapid growth of higher education since the early 1960s has created a demand for facilities and services at institutions. In response, institutions have expanded services and facilities to meet the demands of diverse student populations.

Research conducted on campuses by university faculty members has helped fuel the rapid growth and development of technology that in turn has contributed significantly to the quality of life available to all Americans. Research begets new knowledge, and new knowledge stimulates additional research. Higher education has helped provide America with one of the world's most well-educated populations and with one of the highest standards of living in the world.

The requirement that higher education continue to enhance the quality of life, provide technological advancement, preserve a value for cultural arts, and be accessible to all members of society presents a unique set of circumstances. Higher education activities transcend a broad spectrum in response to the demands of society in a highly technical and rapidly changing environment.

Higher education recognizes that small businesses have become increasingly concerned about the involvement by institutions of higher education in activities and endeavors that are viewed by some as outside their mission. Unfortunately, the extent to which higher education is involved in such activities has been distorted, thereby exaggerating the impact of such endeavors on small business. Furthermore, these are current federal laws and regulations governing the educational business activities of institutions, and these laws and regulations are adequate to address the issues raised by the small business community.

To further assist colleges and universities to self-regulate their educational business activities, we have developed the *Policy Statement and Guidelines on*

Educational Business Activities of Colleges and Universities. It is our belief that this policy states clearly **(1)** our understanding about the concerns that have been expressed and **(2)** our firm commitment to ensure that our member institutions recognize their responsibility for implications of actions taken at their institutions when educational business activities are created and operated to serve their communities.

Guidelines

Education-Related Activities. The primary mission of [name of institution] is the creation and dissemination of knowledge. To carry out this mission, it is often desirable for the institution and its affiliated units to charge fees for providing goods and services that enhance, promote, or support its instructional, research, public service, and all other educational and support functions in order to meet the needs of the students, faculty, staff, and members of the public participating in institutional events. Educational business activities shall be established and carried on only when pursuant to, and in accordance with, an authorization and statement of purpose approved by the institution's governing board and/or chief executive officer.

Each educational business activity shall meet the following three conditions:

- The activity is deemed to be an integral part in the fulfillment of the institution's educational, research, public service, and campus support functions, and other educational and support activities, without regard to profit.
- The activity is needed to provide an integral good or service at a reasonable price, on reasonable terms, and at a convenient location and time.
- The activity is carried out for the primary benefit of the campus community but with sensitivity to the total community.

Unrelated Activities. The institution should comply with applicable laws and regulations pertaining to such activities, and educational business activities not falling within the guidelines established above may be unrelated business income activities.

AASCU's Committee on Corporate/College Relations has now adopted the NACUBO statement and commends it to the membership as a point of departure for further discussion at the local level. It is not suggested as a comprehensive policy for all of higher education, but it can serve as the basis for discussions and the subsequent development of policies at individual campuses. The committee urges college and university presidents and their chief fiscal officers to examine these important issues.

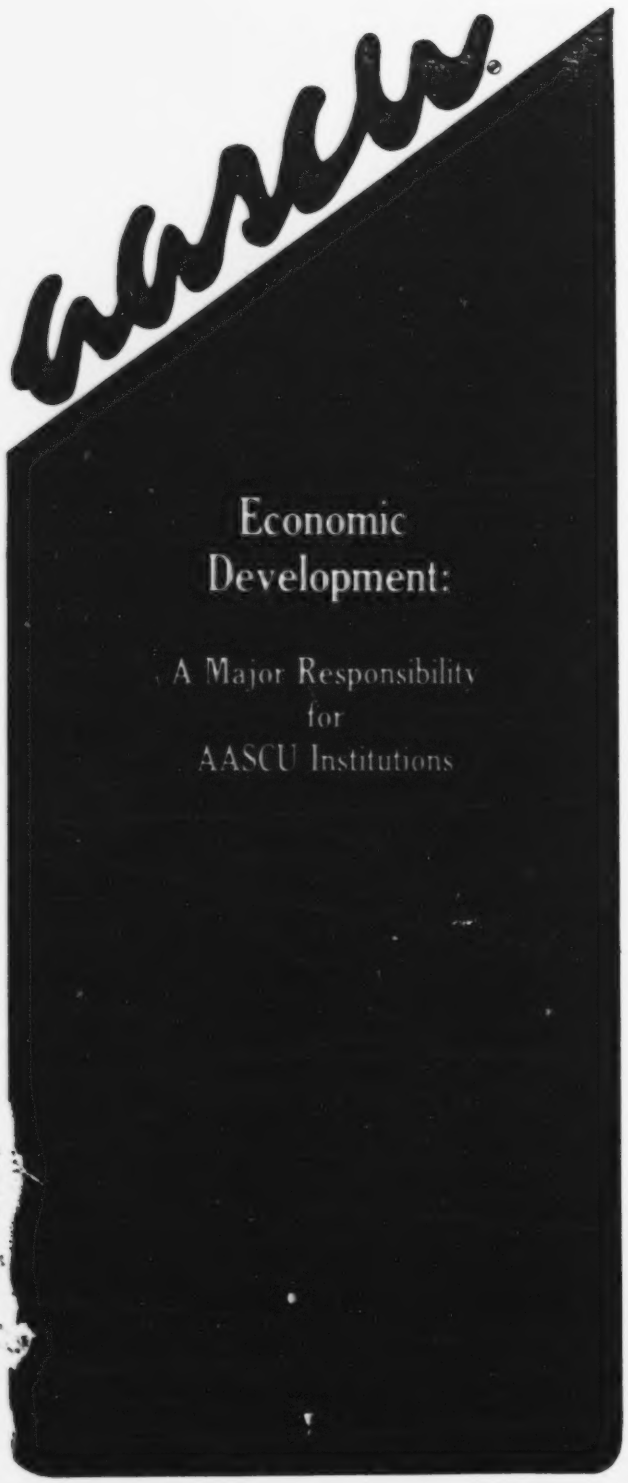
AASCU Committee on Corporate/College Relations

Stephen Feldman (Chair), President, Western Connecticut State University • **John W. Moore** (Vice Chair), President, California State University, Stanislaus • **Larry J. Blake**, President, Oregon Institute of Technology • **Marshall Gordon**, President, Southwest Missouri State University • **George W. Johnson**, President, George Mason University, Virginia • **Sheila Kaplan**, Chancellor, University of Wisconsin-Parkside • **Kenneth Kersh**, President, Arkansas Tech University • **Leslie F. Malpass**, President, Western Illinois University • **LeVerne McCummings**, President, Cheyney University of Pennsylvania • **Harold J. McGee**, President, Jacksonville State University, Alabama • **Dale F. Nitzschke**, President, Marshall University, West Virginia • **Ed D. Roach**, President, West Texas State University • Robert H. Rutford, President, University of Texas at Dallas • **Olin Sansbury**, Chancellor, University of South Carolina at Spartanburg • **Arnold Speert**, President, William Paterson College of New Jersey • **Robert S. Swanson**, Chancellor, University of Wisconsin-Stout • **Lee A. Vickers**, President, Lewis-Clark State College, Idaho • **Louis J. Rodriguez** (Board Liaison), President, Midwestern State University, Texas • **Allan Watson** (Staff Liaison), Vice President for Educational Resources, AASCU.

American Association
of State Colleges and Universities
One Dupont Circle/Suite 700
Washington, DC 20036-1192

Allan W. Ostar, President

Code 239 August 1987


Economic
Development:
A Major Responsibility
for
AASCU Institutions

Economic Development: Major Responsibility for AASCU Institutions

The following policy statement was presented by AASCU's Task Force on Economic Development and adopted by the association's membership at its 26th Annual Meeting in November 1986.

Institutional Mission and Economic Development

The institutional mission of state colleges and universities has been carried out traditionally through instruction, research, and public service.

The instructional function serves to develop and cultivate a citizenry that is educated for a lifetime of learning and adapting to change. The research function involves use of the resources of the institution for the advancement and dissemination of knowledge and for seeking the solutions to social and technical problems. The public-service function targets the needs of a geographic area and is dictated by the college/university mission and the resources available.

Traditionally, AASCU institutions have fostered the development of human talent as the nation's most valuable resource. As the economy evolves from the postindustrial era to a new information/service-based society, institutions of higher education are the logical leaders in the cultivation of human resources demanded by the new economy.

AASCU institutions were developed to address new needs unmet by the missions and narrow curricula of the classical colleges, to provide access and opportunity at low cost, and to aid individuals in their development without elitist barriers and values.

They were designed to meet the varied needs of citizens in an increasingly complex society, to bring educational opportunities to a wider range of people, and to be responsive to a changing society.

Given the traditional commitment to instruction, research, and public service combined with the responsive nature of AASCU institutions, economic development should be viewed both as an extension of traditional activities and as an opportunity to adjust rapidly and effectively to new needs.

In a broad sense, economic development can be defined as any activity that preserves, protects, or strengthens the American economy and fosters its role as a competitive partner in the global economy. In the context of higher education, economic development can encompass all instruction, research, and public-service activities that contribute to the creation or maintenance of a solid economy. These activities may take on a variety of forms.

First, colleges and universities have always contributed to economic development by their presence in the community. They employ a substantial number of people, bring new consumers into an area, contribute to the quality of life, and purchase goods and services to carry out their missions.

Colleges and universities further support economic development through their traditional role in providing an educated work force. Given the rapid advancement of technologies, this role is now extended to include the maintenance of this work force through specialized training and retraining programs.

Colleges and universities have also embarked on a variety of ventures to promote actively the economic development of the community, state, or region in which they are based. These programs include joint research programs with industry, technical assistance programs for small businesses, technology transfer, product development, conference centers, custom-tailored training programs, and help in developing community infrastructures.

Beyond the regional focus, colleges and universities extend their services to the world-at-large, educating students from developing countries, and using institutional expertise to assist other nations in addressing problems.

AASCU Institutions: A Unique Resource for Economic Development

As a highly diverse set of comprehensive and responsive state colleges and universities, the nature of AASCU institutions uniquely positions them to respond to the economic development needs of the localities or regions they serve. As integral players in a local, regional, and state economies, these institutions have a unique opportunity for leadership in

bringing the essential players together. AASCU institutions develop insight into the nature of the economic context of their service areas by asking such questions as:

- What are the economic issues faced by the state?
- What are the state, regional, and/or local industrial bases?
- How has the economy evolved in the past decade?
- What are the future prospects for the economy?
- Who are the major employers in the area?
- What are the current/future manpower needs of the economy?

An understanding of the current economic environment combined with an awareness of available resources serves as the basis for an institution to carve out its own niche in providing economic development services. The focus of the mission of the institution will specify particular strategies for delivering services that enhance economic development.

The key to successful involvement in economic development programs lies in the strategic development and application of an individual college/university's resources as well as a recognition of institutional limitations. This requires each institution to define its perspective, conduct a needs assessment, develop goals complementary to the overall institutional mission, and thus actively determine its individual role in economic development.

Many AASCU institutions have defined their role in economic growth as the provider of technical assistance to local communities and small businesses, or as the designers and promoters of special programs to foster private-sector development. These activities are targeted toward the specialized needs of the community and particular businesses and industries found in their areas of service. The areas of service will be defined by the college/university's mission and the strength of its programs.

Institutional Issues and Concerns in Economic Development

As institutions become involved in economic development, they find themselves facing a different set of issues generated by new relationships that extend beyond the campus.

Generally, institutions will be forced to become more strategic and entrepreneurial in order to position themselves as resources for economic development. This is a distinct change for many campuses.

An institution's involvement in economic development must be carefully planned and implemented to ensure consistency with the institutional mission and environment. When carefully constructed, academic/economic development partnerships are logical extensions of an institution's mission of instruction, research, and public service.

Careful planning and implementation of economic development projects cannot be stressed too heavily. Overextension of an institution's resources is always a danger. Maintaining a balance of activities within a well-constructed set of priorities that are congruent with the institution and its constituencies is the key to successful programs that strengthen and develop both the institutions and the economy.

Within the institution itself, questions regarding such matters as patent rights, concern for the loss of faculty to industry, or complications regarding faculty publication versus industrial confidentiality can put the institution into unknown territories.

These potential complications are not unique to any institution and should not prohibit institutions from becoming involved in economic development not prohibit institutions from becoming involved in economic development activities.

The expertise necessary to work through such difficulties may be found in the experiences of other AASCU members, a resource now being cultivated by the work of the Task Force on Economic Development.

Faculty Incentives for Economic Development

A supportive and involved faculty and staff is essential to carrying out the goals of economic development. Their expertise and interest will lead to an institution that is more responsive to the needs of the service area.

Internal support for economic development activities can be generated through a variety of staff and faculty incentives. New ties to business and industry provide faculty research and consulting opportunities and summer employment.

Faculty and staff can also be encouraged to participate in economic development activities by broadening criteria for evaluating performance related to tenure, promotion, and salary. Separate career ladders may be developed for those individuals involved in economic development work. Institutions can broaden their hiring procedures to include individuals who may have special skills but lack such traditional faculty requirements as a terminal degree. Some institutions have special employment categories that provide appropriate advancement for such personnel.

Sources of Funding Economic Development Programs

The institutional infrastructure to support economic development programs can be financed from a variety of resources including institutional funds, federal grants, support from private foundations and most frequently, state government allocations.

Once the base is built, the principal source of external funding should be the corporate sector. Every effort should be made to ensure not only public-sector involvement, but also private-sector commitment to the success of the program. User fees for services provided are appropriate in many cases.

Governors and state legislators must be educated to the potential resources colleges and universities for economic development and should be encouraged to invest in institutions to that end. Local leaders in business and industry can play an important role in this educational process as they are made partners in the enterprise.

Reasons for AASCU Institutions' Involvement in Economic Development

World leadership and national health depend on economic growth. In contributing to economic development, AASCU institutions can and should contribute to these national goals.

Joint activities between AASCU institutions and business/industry can also strengthen colleges and universities in many ways:

- provide opportunities for personnel development as faculty and staff test their knowledge in the solution of problems
- bring the knowledge of people from industry to the campus as they work with faculty and students
- provide opportunities for students to learn through involvement with real problems
- upgrade facilities and equipment and make them available for improved instruction as well
- provide placement opportunities for graduates who have become familiar with industry through internships and cooperative assignments while students
- improve mutual understanding among business, education, and the community.

A Major Role for AASCU Institutions

The successful colleges and universities will be those which have adapted rapidly and effectively to change.

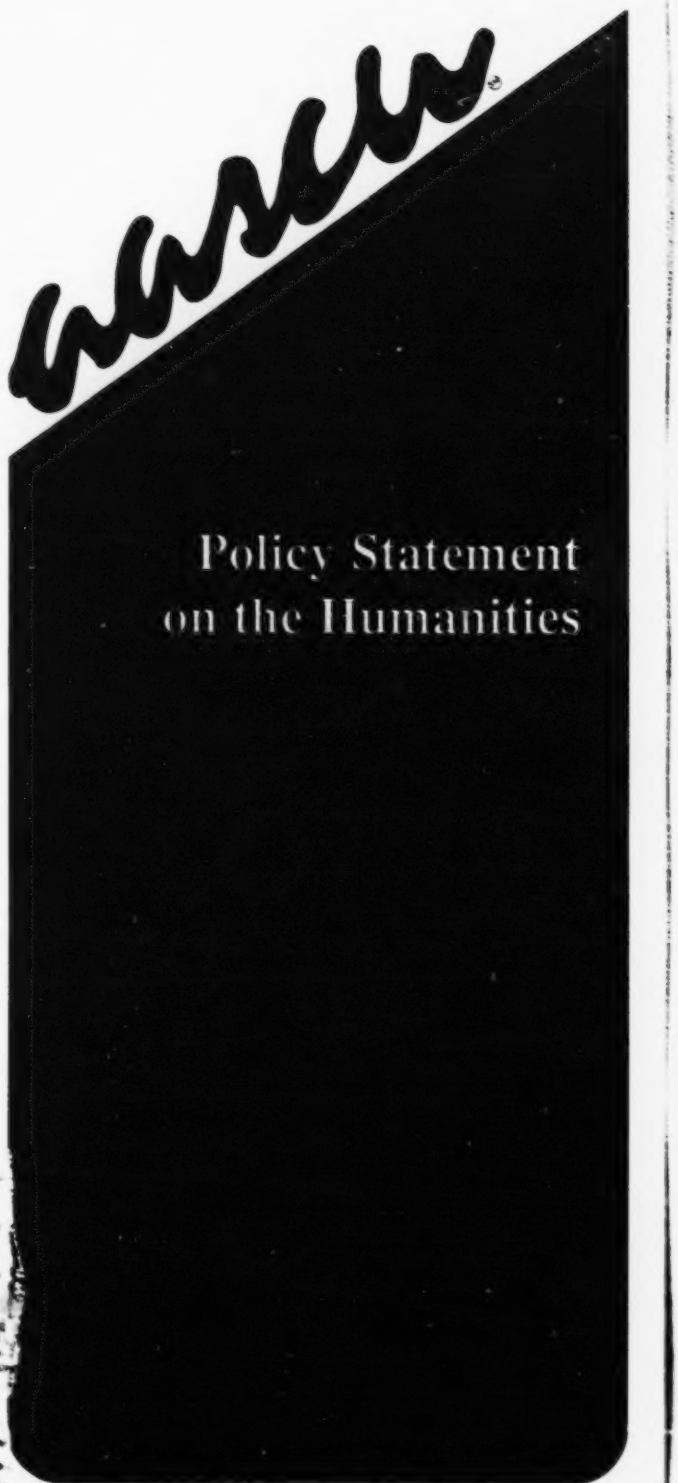
In view of the great need for continued economic growth in the United States and the unique capabilities of AASCU institutions for enhancing that growth, the American Association of State Colleges and Universities urges its member institutions to adopt economic development as a major responsibility.

- bring the knowledge of people from industry to the campus as they work with faculty and students
- provide opportunities for students to learn through involvement with real problems
- upgrade facilities and equipment and make them available for improved instruction as well
- provide placement opportunities for graduates who have become familiar with industry through internships and cooperative assignments while students
- improve mutual understanding among business, education, and the community.

A Major Role for AASCU Institutions

The successful colleges and universities will be those which have adapted rapidly and effectively to change.

In view of the great need for continued economic growth in the United States and the unique capabilities of AASCU institutions for enhancing that growth, the American Association of State Colleges and Universities urges its member institutions to adopt economic development as a major responsibility.


Policy Statement
on the Humanities

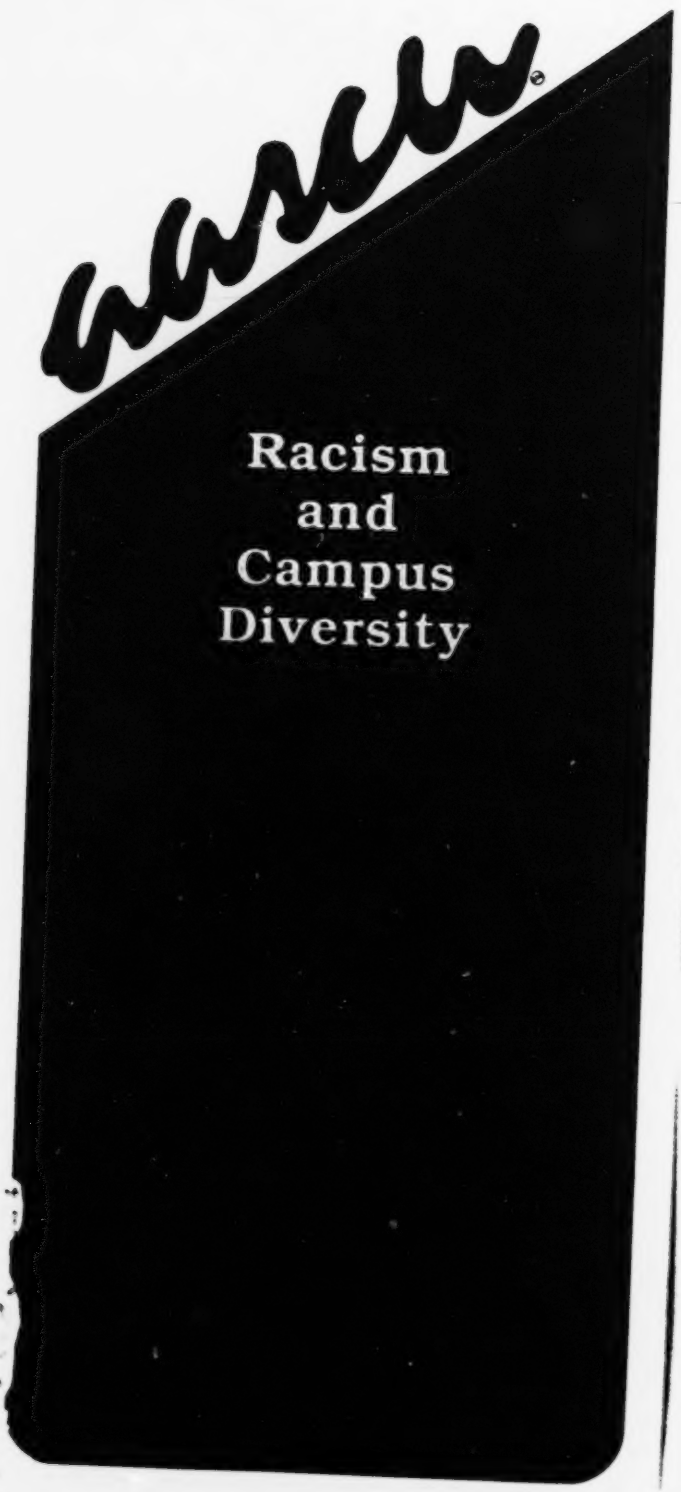
Policy Statement on the Humanities

The following statement was developed by the AASCU Committee on Humanities and approved by the AASCU Board of Directors February 1, 1977.

The 372 colleges and universities of the ~~American Asso~~ciation of State Colleges and Universities represent approximately one-quarter of the total higher education enrollment in the United States. The institutions present a wide variety of instructional programs and approaches to higher education. Common to all of these institutions, however, is a dedication to the basic concept of a liberal education, and, within that concept, to the disciplines comprising the humanities.

Through the disciplines of the liberal arts, people achieve a clearer understanding of their place in the natural world and their relationships with fellow human beings. Through the awareness of their various cultures, they gain a tolerance for divergent viewpoints, achieve a sensitivity toward differing expressions of beauty, and come to possess a desire to achieve qualitative excellence in their lives.

Accordingly, AASCU encourages the study and support of such disciplines as literature, history, philosophy, the fine and performing arts, languages and those other areas of knowledge commonly grouped together in the humanities. AASCU members believe that such areas of human knowledge are intimately involved with applied subject matter. They are committed to the idea that the practical demands of life in a commercial, industrial, and technological society are made more valuable and meaningful as they are informed and supported by a study of the humanities.


Racism
and
Campus
Diversity

The following policy statement was developed by the Committee on Educational Equity of the American Association of State Colleges and Universities and approved by the AASCU Board of Directors at its March 1989 meeting.

The American Association of State Colleges and Universities (AASCU) asserts that fostering diversity and respect for difference is a fundamental goal of higher education and should be among the highest priorities of every university. Therefore, the Association takes the unequivocal position that racism, or any attitude, action, or institutional structure that has for its purpose the subordination of a person or a group based on race, color, creed, disability, marital status, national origin, race, sex, or sexual orientation, must not be tolerated.

AASCU urges its members to take strong, immediate, and effective steps to achieve a diverse learning environment and a workplace respectful of differences. This requires that university administrators formulate clear, fair, and effective policies, communicate them frequently to all members of the campus community, and respond promptly and consistently to complaints about any acts that violate those policies. This also requires that the university implement a comprehensive plan to achieve these goals.

Institutions are urged to consider:

- Creating a secure and safe campus environment that discourages harassment or any other hostile behavior directed toward persons or groups based upon age, color, creed, disability, marital status, national origin, race, sex, or sexual orientation
- Setting standards of expected behavior for the entire campus community, including but not limited to administrators, faculty, staff, students and contractors
- Identifying and being prepared to address any backlash from members of the campus community or from outside groups or individuals who violate these standards of behavior
- Developing procedures to increase the number and retention of students, faculty, and staff members belonging to groups currently underrepresented on campus to more equitably represent the racial and cultural diversity present in the general population from which they are recruited; providing financial assistance, fellowships, and scholarships to assist in attracting such students at both the graduate and undergraduate levels
- Promoting a campus environment that is sensitive to racial and cultural diversity through extracurricular activities that expose students to cultures and traditions other than their own; supporting scholarly activity that works toward this goal
- Encouraging schools of education to train educators who will be prepared to teach in multiracial and multicultural classes
- Complying with both the spirit and the substance of civil rights and human relations laws and voluntarily extending efforts in a proactive rather than passive way
- Assigning competent personnel to monitor progress in the above-referenced areas.

Committee on Educational Equity

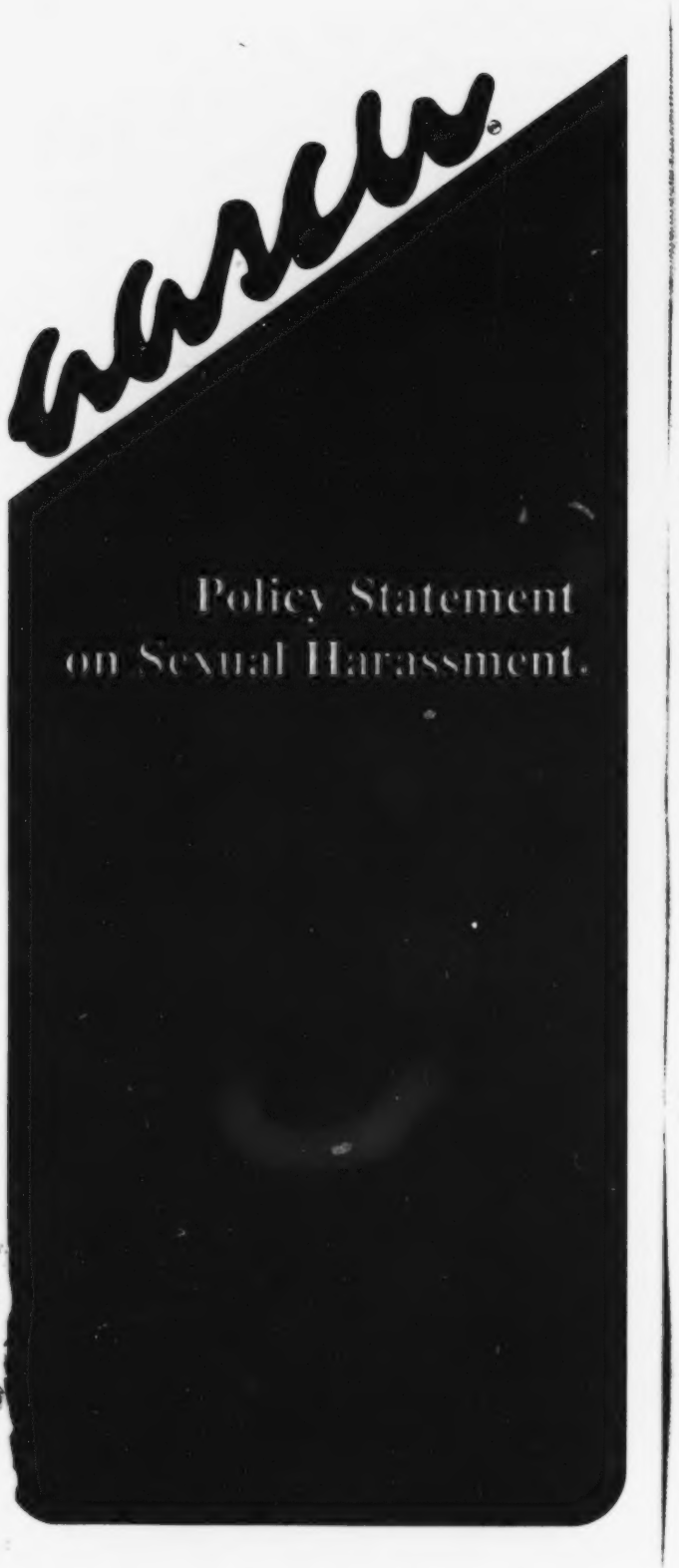
Vera King Farris (Chair), President, Stockton State College (NJ)
Franklyn Jenifer (Vice Chair), Chancellor, Board of Regents of Higher Education (MA)
Rolando Bonachea, President, Salem State College (MA)
Frank D. Brown, President, Columbus College (GA)
Richard R. Eakin, Chancellor, East Carolina University (NC)
Paul Givens, Chancellor, Pembroke State University (NC)
Lloyd V. Hackley, Chancellor, Fayetteville State University (NC)
Lawrence A. Ianni, Chancellor, University of Minnesota, Duluth
Sam H. Ingram, President, Middle Tennessee State University
Jimmy R. Jenkins, Chancellor, Elizabeth City State University (NC)
I. King Jordan, President, Gallaudet University (DC)
Duane M. Leach, President, University of Texas of the Permian Basin
Joseph S. Murphy, Chancellor, City University of New York
Charlie Nelms,.Chancellor, Indiana University-East
Kenneth Perrin, President, West Chester University of Pennsylvania
Niara Sudarkasa, President, Lincoln University (PA)
Wendell G. Rayburn (Board Liaison), President, Lincoln University (MO)

The American Association of State Colleges and Universities (AASCU) is a leading higher education that represents more than 370 public colleges and universities across the United States and in Puerto Rico, Guam, and the Virgin Islands.

American Association of State
Colleges and Universities
One Dupont Circle/Suite 700
Washington, DC 20036-1192

Allan W. Ostar, President

5/89 • Code 290


Policy Statement
on Sexual Harassment.

Sexual Harassment

The following statement was developed by the AASCU Committee on Academic and Student Personnel and approved by the membership on November 10, 1981.

Sexual harassment is a form of sex discrimination that is both reprehensible and unlawful. When it occurs on the campus, sexual harassment is contrary to the most fundamental ethical canons of the academic community. Sexual harassment violates the special bond of intellectual dependence on trust between students and faculty. Moreover, it undermines the collegial process of recruitment, appointment, and advancement of the institution.

Accordingly, the American Association of State Colleges and Universities holds that sexual harassment is intolerable and threatening to the vitality of the academic community. It therefore urges all educational institutions to take action to prevent sexual harassment of students and employees and to respond to complaints concerning such acts.

Among the specific steps that should be taken by institutions in combating sexual harassment, the most important are the development and dissemination of a written policy prohibiting sexual harassment of students and employees, together with the establishment of grievance procedures to handle sexual harassment complaints. Such grievance procedures should contain appropriate provisions for confidentiality and protection of complainants from retaliation as well as mechanisms for ensuring due process protections for respondents. While such grievance procedures may or may not be the same as other existing grievance procedures, their effectiveness may be enhanced by the inclusion of initial informal procedures followed by more formal procedures if the complaint is not resolved.

The American Association of State Colleges and Universities hereby affirms its commitment to the creation of an academic environment free of acts of sexual harassment, and encourages its member institutions to continue their individual efforts to ensure the full achievement of this important goal.